SWC DISTANCE EDUCATION FORM

This form is used by the SWC Curriculum committee to document the proposal and approval of a course to offer sections fully online or as a hybrid course. This form must be completed as part of a course modification of an existing course, even if the course was previously approved to be offered via distance education prior to Spring 2017, or as a component of a new course. All fields must be completed and relevant curriculum deadlines met for a proposal to be reviewed by the Curriculum Committee.

RELEVANT TITLE 5 SECTIONS

§ 55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

§ 55206. Separate Course Approval.

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code

§ 55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

I understand the above Title 5 regulations

[YES/NO]

COURSE INFORMATION

Date: _____

School: _____

Course Designator/Number/Title: _____

First semester to be offered via DE: _____

Format: [Fully Online/Hybrid/Both]

Maximum DE section enrollment*:_____

*For further information on recommendations regarding establishing a maximum class enrollment for a course section offered online, please see the SWC Curriculum Handbook.

RECOMMENDED PREPARATION TO SUBMIT THIS PROPOSAL

Originators proposing to offer this course through a distance education delivery mode should have knowledge and training, as provided through the Distance Education Faculty Training (DEFT) certification course, in the following areas.

- SWC policies and procedures for distance education
- College-adopted Course Management System (CMS)
- Accreditation requirements for online courses:
    - Section 504 of federal Rehabilitation Act regarding student access to accommodations and Section 508 of Rehabilitation Act regarding accessibility of course material, instruction, and student services for students with disabilities

- o Regular Effective Contact requirements and options for providing substantive interaction to online students
- Academic integrity, student authentication, student privacy, and online attendance accounting.
- Standards for quality course design and delivery

A careful review of the Distance Education (DE) Handbook and Distance Education section of the Curriculum Handbook is strongly recommended prior to the completion of this proposal.

I certify that the originators of this proposal have read and understood both the Distance Education Handbook and Distance Education section of the Curriculum Handbook [YES/NO]

VALIDATION THAT COURSE IS APPROPRIATE FOR DISTANCE EDUCATION DELIVERY MODE

Explain why this course is particularly suited to be offered through distance education.
_____
_____
_____

Will approval for this course to be offered using the distance education delivery mode trigger a "substantive change" in the program and require that a Substantive Change application be submitted to the Accreditation Commission for Community and Junior Colleges? [YES/NO]

If so, have you discussed the implications of a substantive change to the program with other faculty in the department and the dean? [YES/NO]

Identify how this course fits into an overall plan for distance education development within your department or program. Include supporting evidence, including course and program data analysis from program review, or other sources as necessary.
_____
_____
_____

Describe teaching methods, materials, and any other components that may be used when teaching this course using the distance education (DE) delivery mode so that the course's unique course objectives are met and students are able to perform the course student learning outcomes.
_____
_____
_____

"Describe methods, materials, and any other components that may be used to ensure academic rigor and the quality of instruction of this course. Describe specific strategies rather than generic approaches; do not cut and paste from a similar course."

_____
_____
_____

ASSIGNMENTS IN THE DISTANCE EDUCATION DELIVERY MODE

Course outlines of record are required to provide examples of reading, writing, and critical thinking assignments. Explain how the types of assignments listed below will be delivered and assessed in the distance education delivery mode. How will these assignments be given and what CMS tools will an instructor use to assess student performance and give feedback? The Group Project and Oral Presentation assignments are optional.

Reading assignments (required):

_____
_____
_____

Writing assignments (required):

_____
_____
_____

Critical Thinking assignments (required):

_____
_____
_____

Group Project assignments (this response is optional):

_____
_____
_____

Oral Presentation assignments (this response is optional):

_____
_____
_____

Does the course have a lab component? [YES/NO]

If yes, how will this component be handled in the distance education mode of delivery?
_____
_____
_____

ACCESSIBILITY AND UNIVERSAL DESIGN

Per Southwestern Community College District Policy No. 3415 and 5145, distance education courses must be accessible to students with disabilities and must conform to the principles of Universal Design. These requirements also apply to any outside websites which will be used, including publisher sites. See the DE Handbook for more information.

Confirm that each of the Universal Design principles below will be used when an instructor designs a section of the course for distance education delivery. Check all boxes that apply.

Provide an uncluttered interface with consistent layout and navigation.
Avoid moving or flashing images and self-starting video or audio.
Ensure access for people with diverse abilities.
Accommodate a wide range of individual preferences and abilities.
Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

Confirm that each of the accessibility requirements below will be used when an instructor designs a section of the course for distance education delivery. Check all boxes that apply.

Any images will have alternative text or alternative descriptions to provide access for students with visual impairments.
Instructional videos will have accurate closed captioning.
Audio recordings will include transcripts.
Pages will use structured headings (i.e. Header 2 for section headings) accessible to a screen reader.
Hyperlinks will be presented using meaningful link text rather than URLs.
Content will provide adequate color contrast (i.e., black on white background), font size (i.e., 12-14), and font style (sans serif, i.e. Arial or Tahoma) to ensure readability.
Any PDF files will be text-based, not scanned, and use true headings created with the styles menu (such as in MS Word) or manually (such as with Adobe Acrobat Pro).

If you did not check one or more of the confirmation boxes for Universal Design or accessibility, explain in the field below.

_____
_____
_____

REGULAR EFFECTIVE CONTACT

The term "Regular Effective Contact" means that the instructor regularly initiates interaction with enrolled students and provides frequent opportunities for them to ask questions and receive answers as they would in a face-to-face course. The frequency of instructor-initiated contact should be equivalent to contact in a face-to-face delivery of the course, following the Carnegie Unit. For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of methods as described in SWC Policy/Procedure 4115.

Check the methods that will be used as documentation of Regular Effective Contact:

Regular instructor participation in threaded discussions within the CMS

Weekly announcements in the CMS

Instructor-created lecture materials

Timely and frequent feedback for student work

Group or individual meetings

Class events such as orientations and workshops

Instructor-initiated contact by CMS inbox, email, telephone, or chat

Video conferencing

Other:

Describe how a combination of the above methods will be used together to provide "Regular Effective Contact."

_____
_____
_____

_____

USE OF WEBSITES AND APPLICATIONS OUTSIDE OF THE CMS

Distance Education courses must be conducted within the college-adopted Course Management System (CMS). If any element of this course will be conducted via a website or app outside of the CMS, whether provided by an instructor or publisher, this site or app must meet the college's requirements for accessibility, authentication, and student privacy. As explained in the Curriculum Handbook, if publisher-created materials will be used in a section of a course taught using a distance education delivery mode, they must be included in the "Required and major optional reading(s), including textbook(s) and software" section of the COR as a required or optional text along with any other textbook in the course outline of record. If necessary, a course modification must be completed prior to the approval of a course to be taught using a distance education delivery mode.

Will any elements of this course will be conducted via a website or application outside of the Course Management System? [YES/NO]

If yes, please list each website/application and explain how its use is essential to meet specific course objectives and student learning outcomes.

_____
_____
_____

For each website or application listed above, explain and document how the following requirements are met:

Accessibility: Provide evidence that this website or application meets Section 508 requirements for accessibility, such as an accessibility specialist's written review and/or VPAT from the publisher.

_____
_____
_____

Student authentication: Describe how the website or application meets accreditation standards by requiring that students validate their identity.

_____
_____
_____

Student privacy: Explain how student privacy is safeguarded when students use this website or application. Note: Grades are considered instructional records under FERPA and should not reside outside of the College's Course Management System.

_____
_____
_____

REQUIRED INSTRUCTIONAL MATERIAL FEES AND ACCESS CODES
If students are required to purchase materials for a section of this course delivered via distance education, the materials must 1) be added to the "Required and major optional readings" section of the official Course Outline of Record and 2) comply with Title 5 regulations.

Title 5 §59400(b): Students cannot be required to pay for access to electronic materials "designed primarily for administrative purposes, class management, course management or supervision."

Title 5 §59400(c): "Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase."

If this course section requires students to purchase an access code or any other electronic materials, name those materials below and explain how they comply with Title 5 regulations.

_____
_____
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